

National Louis University
Digital Commons@NLU

FL MED Educational Leadership Capstones

Educational Leadership Dissertations

Winter 3-7-2016

THE MULTI-TIERED SYSTEM OF SUPPORT FRAMEWORK: ITS IMPACT ON STUDENT ACHIEVEMENT

Carla D. Fox

Follow this and additional works at: https://digitalcommons.nlu.edu/flmed_capstone

Part of the [Educational Leadership Commons](#)

Recommended Citation

Fox, Carla D., "THE MULTI-TIERED SYSTEM OF SUPPORT FRAMEWORK: ITS IMPACT ON STUDENT ACHIEVEMENT" (2016). *FL MED Educational Leadership Capstones*. 3.
https://digitalcommons.nlu.edu/flmed_capstone/3

This Article is brought to you for free and open access by the Educational Leadership Dissertations at Digital Commons@NLU. It has been accepted for inclusion in FL MED Educational Leadership Capstones by an authorized administrator of Digital Commons@NLU. For more information, please contact digitalcommons@nlu.edu.

THE MULTI-TIERED SYSTEM OF SUPPORT FRAMEWORK: ITS IMPACT ON
STUDENT ACHIEVEMENT

Carla D. Fox

Educational Leadership

Master of Education Program

Submitted in partial fulfillment

of the requirements of

Master of Education

in the Foster G. McGraw Graduate School

National College of Education

National Louis University

March 7, 2016

ABSTRACT

The effectiveness of the Multi-Tiered System of Supports (MTSS) can be impacted by teacher buy-in, proper data collection and analysis, meaningful and individualized interventions, consistency, and accountability. The purpose of this study is to improve the MTSS framework at Sunshine Elementary School (pseudonym), and to increase the number of students provided individualized interventions to improve student achievement. Sunshine Elementary School has had issues moving students through the MTSS framework in the past. Teachers are frustrated with the process and the time that it takes. My study demonstrates that creating a flowchart, a handbook, and providing support and professional development on the topic decreases teacher anxiety and has a positive effect on increasing the number of students moving through the framework.